DOCUMENT RESUME

ED 460 744 JC 990 514

| | |
|---|---|
| TITLE | Peralta Community College District Program Review Manual, 1996-1997. |
| INSTITUTION | Peralta Community Coll. System, Oakland, CA. |
| PUB DATE | 1996-10-00 |
| NOTE | 51p.; Prepared by the District Office of Institutional Development. |
| PUB TYPE | Reports - Descriptive (141) -- Tests/Questionnaires (160) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | *Community Colleges; *Educational Assessment; *Program Effectiveness; *Program Evaluation; Program Improvement; Questionnaires; Standards; Surveys; Two Year Colleges |
| IDENTIFIERS | *Peralta Community College District CA |

ABSTRACT

This program review manual provides a common or minimum set of review criteria and standard reporting procedures for colleges to use in conducting a self study to determine how well programs are functioning in relation to stated objectives, the mission and resources of the college and district, and the needs of the students and the community served. Program review is essential in maintaining departmental vitality, demonstrating institutional effectiveness, and meeting accountability mandates set forth in Peralta's local institutional planning process and regional and national accreditation. The program review should indicate whether the program is effective and should continue as is, or if the curriculum needs to be altered, goals and objectives redefined, etc. Details on the composition of the program review team, procedures to follow, report format, availability of data, and time lines are described. Questions to guide the program review are listed by three main categories: Where have we been? Where are we now? Where can we go from here? Separate program review guides, data charts, and sample questionnaires are provided for liberal arts programs and occupational/vocations/ career programs. (JJL)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 460 744

# PERALTA COMMUNITY COLLEGE DISTRICT

# PROGRAM REVIEW MANUAL
# 1996 - 1997

**District Office of Institutional Development**
**October 1996**

TC990514

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

K. Spinetta

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

## TABLE OF CONTENTS


Introduction

- Background . . . . . 1
- Purpose . . . . . 2
- Selection of Programs . . . . . 3
- Program Review Team . . . . . 3
- Procedures . . . . . 3
- Report Format . . . . . 4
- Availability of Data . . . . . 4
- /PED Screen Instructions . . . . . 5
- Time Line . . . . . 5
- Curriculum Committee Review . . . . . 5
- Program Review Recommendations . . . . . 6

Questions to Guide Program Review . . . . . 7

Summary of Goals and Recommendations . . . . . 10

Liberal Arts Program Review Guidelines

- Program Description . . . . . 11
- Program Issues . . . . . 11
- Comparison With Other Colleges . . . . . 11
- Analysis of Student Data . . . . . 11
- Evaluation by Current Faculty . . . . . 12
- Evaluation by Current Administrators . . . . . 12
- Student Data . . . . . 12
- Instructor Data . . . . . 12
- Program Costs . . . . . 12
- Relationship to Other College Programs . . . . . 12
- Conclusions . . . . . 13
- Recommendations and Goals . . . . . 13

Liberal Arts Data Charts

- Charts to Display Student Data . . . . . 14
- Charts to Display Instructor Data . . . . . 15
- Analysis of Program Costs . . . . . 16

Sample Questionnaires

- Foreign Language Student Questionnaire . . . . . 17
- English Faculty Survey . . . . . 21
- English Student Survey . . . . . 24
- Liberal Arts Administrator Survey . . . . . 28

Occupational Program Guidelines


Program Description ..... 30
Program Issues ..... 30
Program Advisory Committee Questionnaire ..... 30
Student Questionnaire ..... 30
Instructor Questionnaire ..... 31
Administrator Questionnaire ..... 31
Analysis of Student Data ..... 31
Analysis of Instructor Data ..... 31
Analysis of Program Costs ..... 31
Summary of Labor Market Implications ..... 31
Conclusions ..... 31
Recommendations and Goals ..... 31


Occupational/Vocational/Career Charts


Analysis of Student Data ..... 32
Analysis of Instructor Data ..... 33
Analysis of Program Costs ..... 34


Occupational/Vocational/Career Sample Questionnaires


Administrator Questionnaire ..... 35
Student Questionnaire ..... 37
Program Advisory Questionnaire ..... 39
Instructor Questionnaire ..... 41

**PERALTA COMMUNITY COLLEGE DISTRICT**
**PROGRAM REVIEW PROCESS**

## INTRODUCTION

### BACKGROUND

The development of a systematic approach to program review in Peralta began in the fall of 1988. Prior Peralta program reviews, to the extent they existed, were primarily administrative reviews of quantitative data related to program viability. They were conducted in times of fiscal strife and the results were utilized to determine which programs were discontinued and which retained. Program quality, if considered at all, was a secondary concern.

After several months spent allaying negative reactions to program review by the faculty, the District Program Review Committee (DPRC) was established, consisting of faculty and managers appointed by the Senates and the Presidents. The DPRC was designed as a shared governance body consisting of twelve faculty, appointed by the College Senates through the District Academic Senate (DAS), and seven managers from the colleges and District Office. Faculty membership has been reduced to two representatives from each college.

The role of the DPRC was to (a) design and oversee the review process, (b) report annually to the Council on Instruction, Planning and Development (CIPD), and (c) suggest priorities for funding recommendations that emerge from the program reviews. Since the CIPD is not in a position to implement recommendations or to assure that they are given substantive administrative consideration, another step has been added to the process. A brief summary of each review and key recommendations along with the response of the district and/or college administration will be prepared as outlined below. These documents will be available on-line (IWS) and will also be distributed periodically.

To design the present system, the DPRC obtained samples of evaluation systems and materials from other colleges and districts and modified them to fit the needs of the Peralta Community College District. Pilot program reviews of the Computer Information Systems (CIS) and English programs at College of Alameda and Vista College were conducted in the spring of 1989 to test the program review system.

During the first cycle of program reviews, 1990-1994, the Office of Institutional Development was responsible for developing the program review schedule, conducting program review workshops, assisting faculty with the writing of the reports (supplying data, designing and analyzing questionnaires, formatting charts, etc.), collecting the final reports and arranging for presentations of the reviews before the DPRC.

The number of faculty interested in and able to serve on the DPRC dwindled over the years and the Committee became largely composed of administrators. As part of the Peralta Planning Process (P3) which took place in the Spring 1994, a Program Review Task Force was established. The Task Force examined the program review processes at a few other California community colleges. Generally, they seemed to be more complex systems than at Peralta. In other words, they would require much more analysis, personnel, and time than was currently expected of the faculty at Peralta. Therefore, the Task Force recommended keeping Peralta's current process with the following changes:

- Expand program review to include Student Services (Counseling, Transfer Centers, DSP&S, etc.), ongoing Special Projects (Puente, STAR, etc.) and other Offices (Admissions and Records, Student Activities, Financial Services, Personnel, etc.) in addition to the academic disciplines;

- Schedule oral program review presentations by disciplines before the College Curriculum Committees and Student Services before the College Matriculation Committees (and other appropriate committees for other offices) rather than a District Program Review Committee;

- Enable faculty to use staff development time to prepare the program reviews; and
- Forward a summary of recommendations from program reviews to the Council on Instruction and Policy Development (CIPD), the District Matriculation Committee, and other district committees as appropriate.

By reporting directly to college committees, the program review recommendations should receive the attention they deserve and can be more readily incorporated into the colleges' institutional plans, self-studies for accreditation, and other state and federal reports, as well as the college's annual budget development process.

**PURPOSE**

Program review is essential in maintaining departmental vitality, demonstrating institutional effectiveness and meeting accountability mandates set forth in Peralta's local institutional planning process and regional and national accreditation. The information gathered and analyzed aids in planning, decision making, personnel development, program improvement, and better utilization of district and college resources.

The goal of the district's program review process is to have a collaborative group of faculty and administrators analyze and discuss a particular program and generate a report and recommendations representing the best judgment of the group. The report should give insight into three broad questions:

- Where has the program been?
- Where is it now?
- Where should it go from here?

The entire process is based on clarifying program strengths and weaknesses and successes and concerns. The impact on the program of changes and opportunities that occur in the disciplines, the world or work, and in feeder and transfer institutions should be presented and analyzed.

Specifically, the program review will:

- Promote steady improvement in the quality and currency of all district programs;
- Provide an early warning system to alert program faculty and college managers to problems in time for proactive solutions;
- Generate data about external and internal conditions affecting each program that enable sound operational planning;
- Encourage intelligent and timely budget input to support steady program development and improvement;

The Program Review Manual provides a common or minimum set of review criteria and standard reporting procedures to guide the self-study. Completed reports will provide members of the community with current information about the vitality of the program.

Generally, the information provided should indicate how well the program is functioning in relation to its objectives, the mission and resources of the college and district, and the needs of the students and the community served. The program review should indicate whether the program is effective



JUL 6

and should continue as is, or if the curriculum needs to be altered, goals and objectives redefined, priorities adjusted, and/or resources reallocated.

**SELECTION OF PROGRAMS**

All programs will be scheduled for formal review every five years. A four-year schedule was developed based on an alphabetical list of departments, with the fifth year reserved for those programs that were unable to complete their reviews as scheduled. Similar departments are scheduled to complete program reviews during the same term across all four colleges to encourage dialogue and comparisons.

**PROGRAM REVIEW TEAM**

The department chairperson or assistant dean will select a faculty member to lead the Program Review Team. With the assistance of the department chairperson and/or the assistant dean, this faculty member will select a program review team, consisting of full-time and part-time faculty and staff from the program. Faculty members from the same discipline teaching at the other Peralta colleges or at a neighboring community college, private college, California state university or University of California system could also be recruited for advice or assistance in conducting the program review. Likewise, members of the business community and outside experts can be called upon to serve as additional resource persons. The Director of Institutional Development is also available for technical assistance with respect to program data or statistical analysis of surveys.

**PROCEDURES**

The Program Review Team will gather and analyze data as outlined in the Liberal Arts or Occupational Program Guidelines.

Bases for the evaluation should include the appropriateness, adequacy, quality and/or effectiveness of the following:

- Program's goals and objectives
- Curriculum
- Scheduling
- Class size
- Instructors' qualifications and preparation
- Instructional methods
- Facilities, equipment and supplies
- Institutional support
- Administration
- Student assessment and placement
- Success of majors
- Success of Transfer students
- Job placement rate (if applicable)

In addition, the following data should be provided:

- Enrollment statistics: day/evening; full-time/ part-time; average class size
- Operating costs
- Students' persistence and retention rates
- Student demographics
- Faculty demographics

Satisfaction surveys should be distributed to students, faculty, administrators, and advisory committee members. The results should be analyzed and summarized in narrative form. The Office of Institutional Development is available to assist faculty in designing an appropriate survey and scanning and tabulating the results.

Special attention should be given to the recommendations stemming from the program review. Whenever possible, a proposed timeline for implementation of the recommendation should be provided, along with the fiscal impact and person(s) responsible. If the recommendation requires additional funding, possible funding sources should be identified for follow-up, including major competitive grants or foundation support. Recommendations should be realistic, taking into account personnel, facilities and funding constraints.

**REPORT FORMAT**

The final report should follow the outline as suggested in the Liberal Arts and Occupational program review guidelines as attached. One copy of the final report should be submitted to the Office of Institutional Development, along with a copy of the report on diskette, preferably in IBM WordPerfect. A short summary of the report should also be appended to the report to facilitate circulation of the recommendations to the appropriate administrators for their responses. The summary should include the following sections:

I. Assignment
II. Program Review Team Members
III. Major Findings
IV. Recommendations
V. Administrative responses

**AVAILABILITY OF DATA**

The Office of Institutional Development will send a data packet to each faculty member designated as the program review coordinator for the Department. Among the items included are: Grade distribution by instructor for the department, printout of /PED screens, degrees and certificates awarded by student demographics, and class size statistics. Additional data is available on request.

**/PED SCREEN INSTRUCTIONS**

Program information is available on-line on the District's computer system. Security clearance is not required to access these screens. Type /PED; A, L, M, V for Campus; department abbreviation as listed in the schedule, and academic year desired. Press Enter. There are six screens showing student enrollment, student retention, number of active and canceled sections, Contract ADA, Prorata ADA, Contract FTE, Prorata FTE, Contract cost and Prorata cost. Department information is available beginning with the 1989-90 academic year.

Student demographic information is available on /SDS. The Departments should compare departmental demographics with the college and district figures, explaining disproportionate enrollment or success rates if noted by particular groups.

**TIME LINE**

Programs scheduled for review during the fall semester/quarter should submit their reports to the college curriculum committees by January 31st; spring semester/quarter programs, by May 15th. Copies should also be sent for review to the respective College Presidents, Deans and Assistant Deans of Instruction or Deans and Assistant Deans of
Student Services.

**CURRICULUM COMMITTEE REVIEW**

The College Curriculum Committees will schedule a special meeting for the presentation of the completed reviews during the semester or quarter immediately following the completion of the review. Fall program reviews will be presented to the Committee in the spring; spring program reviews, in the fall.

The faculty leader with assistance from other members of the department or program will present the findings of the program review. The team members as well as all interested program faculty and staff, deans and other managers are invited to participate in the presentation. The committee will discuss the report and entertain a motion to either accept the report as presented or request further research.

**PROGRAM REVIEW RECOMMENDATIONS**

At the end of the spring and fall terms, the findings and recommendations of the programs reviewed during that term will be circulated to the appropriate administrators for their responses. These responses will be added to the summaries and distributed by the District Office to the Trustees, the Faculty Senates, CIPD and the College Presidents. Further distribution within the colleges will be the responsibility of, and at the discretion of, the College Presidents and the Program Review Chairperson.

The colleges may use the list of recommendations to establish priorities for funding that are submitted to the Chancellor and budget development group for consideration in discussions regarding program improvement or expansion. The development of a funding plan that best reconciles the program development needs of the colleges and the district as a whole is thereby facilitated. The adoption of the final budget in late summer permits each program with special development funds to readjust, if necessary, the Action Objectives listed in the Institutional Plan.

A complete file of recommendations and administrative responses will be maintained by the District Office of Institutional Development. This list will be revised and published for the Presidents and CPAC on a quarterly basis. A particular recommendation will remain on the list until the issue raised has been resolved or agreement reached that the recommendation cannot be met. All major



9

recommendations should be acknowledged and receive an appropriate response, although, of course, not all can be accepted and implemented.

The Program Review recommendations and responses will be available for downloading through the IWS system. A draft of program review recommendations will be placed in the program review file in IWS as soon as the review is completed. A final list of recommendations and administrative responses will be available as soon as the responses are submitted. Thus, all interested parties will have immediate access to the recommendations and administrative responses.

In order to access the program review summaries and administrative responses on IWS, interested persons should contact the Data Center for instructions. No security clearance is needed.

**It is strongly recommended that the district and college administration annually earmark a certain percentage of the budget to implement the program review recommendations.**

## QUESTIONS TO GUIDE PROGRAM REVIEW

After the basic data sheets of the evaluation are complete, the Program Evaluation Committee should address the following questions as applicable to each program.

**Where have we been in the last five years?**

1. What curriculum changes have been made?

2. What have been the trends in instructor work load and departmental budget?

3. What significant changes have been made in facility and equipment available to the Department?

4. What have been the trends in the following:

   a. student enrollments by age, ethnicity, gender
   b. student retention by age, ethnicity, gender
   c. number of declared majors
   d. placements or transfers of majors
   e. student interest, motivation, persistence by age, ethnicity, gender
   f. number of degrees/certificates awarded by ethnicity, gender

5. What has the department been trying to accomplish, and what evidence is there that progress has been made?

6. What are faculty perceptions of institutional support in the last five years?

7. What has been the effect of any mandated controls or requirements by external licensing and accrediting agencies?

**Where are we right now?**

8. Are the curriculum offerings appropriate in terms of their relationship to the discipline as a whole and to the students typically served by the program?

9. What are your current articulation agreements? With which colleges (or high schools) does this program articulate?

10. What is the current evaluation of the following:

    a. workload/FTE faculty
    b. budget to the program's goals
    c. enrollment and retention
    d. student interests, motivation, and persistence
    e. degrees/certificates awarded
    f. grading policies
    g. major requirements

11. What are the faculty's perceptions of the current health of the program?

12. What opinions are held of the program by such agencies or groups as the following:

    a. high schools

b. transfer institutions
c. students in the program
d. counselors
e. college administrators

13. What is the pattern of retention rates and grade distribution by course and over the department?

14. Are the facilities adequate to all the courses offered by the department with respect to size, structure, equipment, location?

15. Is the schedule of offerings adequately synchronized with that of other departments in which your students are likely to be taking courses simultaneously? If not, what are the problems?

16. Could you consolidate the number of courses or sections without adversely affecting program quality?

17. Do the range of faculty talents match the range of offerings in your department?

18. Is the mix of regular and hourly faculty a good one for this discipline? If not, what should it be and why?

19. What activities have the faculty pursued to keep themselves current in their fields and open to new directions in this discipline? What opportunities have been available to faculty for this purpose in the last few years?

20. Are any faculty involved in outside activities, professional or community in nature? Do these conflict or complement instructional activities?

21. Could program performance be improved by alterations in class size? At what cost/improvement educationally? At what cost/savings financially?

22. What is the general morale of faculty in the department?

23. Is there any level of the program that is impacted (too many students) underenrolled?

24. Is there an identifiable type of student served by or attracted to the program?

25. Is there an intended sequence of classes in the program? If yes, do students follow that sequence? If not, what can be done?

26. What are the most and least popular courses in the program?

27. Are there regular student evaluations of the program? If so, how are they used? If not, why not?

28. What strategies might improve student satisfaction with the education offered by the programs?

29. Do any courses have unusually low or high retention rates over the five year period studied? What sense can be made of these facts?

30. Are external reviews made of the program? If so, what recommendations have been made in recent years by these reviews?

31. What current societal attitudes and influences might be affecting the program, and how can you make better strategic use of these forces?

32. How do the revenues attributable to the program compare with the direct cost of delivery?

33. What percentage of the total college income is generated by the courses in this department, and what percentage of the college budget is allocated to it?

34. Are there instructional reasons why the offerings of this discipline should be more or less expensive than those of other programs?

35. What are some strategies, consistent with your educational purposes, for increasing revenues or reducing costs?

**Where should/can we go from here?**

36. How will any trends outlined in "Where we are now" affect the program in the future?

37. Is this discipline likely to benefit or suffer from expected trends in the following:

    a. population
    b. employment
    c. technology
    d. societal changes in attitude, conditions

38. What college or district goals are related to this department in a direct way?

39. What should be the major goals of the program/department for the next five years?

40. What actions will you take to meet your goals/objectives?

Peralta Community College District

Program Review

Summary of Goals and Recommendations

Department or Program_____
College_____

Continuing or New Program Objectives/Activities

- 
- 
- 
- 
- 

Barriers to Achievements of Objectives

- 
- 
- 
- 
- 

New Equipment and/or Materials Needed

- 
- 
- 
- 

Analysis or Recommendations

- 
- 
- 
- 
- 

# LIBERAL ARTS PROGRAM REVIEW

# GUIDELINES

## LIBERAL ARTS PROGRAM REVIEW

### 1.0 Program Description

A. Please give a general description of the program.

B. List the educational purposes or goals of the program.

C. What criteria do departmental faculty use to judge whether the courses are indeed serving the educational purpose(s) above?

D. Discuss any recent changes in the program (last 3-5 years) that affect the excellence or variety of offerings that have been scheduled.

E. What are significant strengths of this program?

F. What are current problem areas of the program?

### 2.0 Program Issues

This section of the report will include individual statements of concern that have been expressed by faculty, administrators and students regarding overall program viability.

### 3.0 Comparison With Other Colleges

Summarize briefly, any differences between your program and comparable programs offered in neighboring two- or four-year colleges and universities:

- Community colleges (e.g. San Jose, Foothill-De Anza, Diablo Valley, Los Medanos, Chabot, Las Positas, Contra Costa, San Francisco, Ohlone)
- University of California at Berkeley and California State University, Hayward
- Private Colleges (e.g. Holy Names, the University of San Francisco, Saint Mary's)

Also discuss how your program compares with similar programs offered at the other Peralta Colleges.

### 4.0 Analysis of Student Data

Analyze various student trends in your department/discipline--enrollment (ethnicity, gender, age), retention, persistence (term to term), number of students majoring, and number of degrees awarded, and success of transfer students.

Also summarize the student questionnaires or any interviews you may have conducted. Students should be asked to complete a program/course evaluation survey in classes on two successive days and evenings. A copy of the survey instrument should be placed in the Appendix with a summary of responses for all classes, including student comments on open-ended questions. Also indicate the response rate--the number of students who returned a questionnaire divided by the number of students who were asked to complete the questionnaire.

The Office of Institutional Development can assist you in designing student surveys. A Scantron machine is available to automatically scan survey responses and statistically analyze results.

### 5.0 Evaluation By Current Faculty

In narrative form, please summarize the results of the faculty survey that you selected to distribute. You may use the faculty surveys reproduced at the end of this section or design your own more specifically tailored to your department or discipline. If you need assistance in designing an appropriate survey or tallying and analyzing the results, contact the Office of Institutional Development.

The survey instrument and survey results should be tabulated and placed in the Appendix. Also list faculty comments made to open-ended questions.

### 6.0 Evaluation by Current Administrators

In narrative form, summarize the results of the administrators' program evaluation surveys. The survey instrument and survey results should be tabulated and placed in the Appendix.

### 7.0 Student Data

Complete the tables, as indicated on the attached template. Information for this table and following tables are available on-line on the six /PED screens.

### 8.0 Instructor Data

Complete the tables, as indicated on the attached template.

### 9.0 Program Costs

Complete the table, as indicated on the attached template.

### 10.0 Relationship to Other College Programs

A. Indicate any courses that provide direct service to any other college program, and the program served.

B. List courses outside this department for which one of the courses here is a prerequisite or recommended part of a student's program, and the courses involved, if applicable.

C. Indicate any courses from other departments which you require or recommend to your students, and the specified courses, if any, related to that requirement or recommendation.

D. What do faculty believe the offerings of this discipline will contribute to the lives of their students? Why should a student study in this discipline?

### 11.0 Conclusions

This section of the report will include a listing of significant findings from each of the previous sections of the evaluation report.

### 12.0 Recommendations and Goals

This section of the report will list the recommendations for change that are being proposed and an implementation schedule. Recommendations should be based on an analysis of the data gathered in the previous sections of this report. They may include any or all of the components that affect quality of instruction including curriculum, enrollment, equipment, personnel, facilities or budget.

These recommendations will be considered by your department chairs/assistant deans and deans in formulating their unit/institutional plans. If additionaL resources are required, please indicate possible funding sources.

The forms on the following pages are available on diskette (in WordPerfect 5.1 or 6.0 format.) For more information, contact the Office of Institutional Development at 466-7301.

## PROGRAM EVALUATION96
## Liberal Arts
## 7.0 Analysis Student Data

This information is available on the first two /PED screens.

| | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 |
|---|---|---|---|---|---|
| **Enrollments*** | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| **Retention**** | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| **Sections** | | | | | |
| Active | | | | | |
| Cancelled | | | | | |
| TOTAL | | | | | |

NOTES: * Represents a duplicated count because students may enroll in more than one course each semester/quarter.
** Represents numbers of students who received grades at completion of a course.

| Enrollment Comparison | Fall 1992 CW1Sections | Fall 1993 CW1Sections | Fall 1994 CW1Sections | Fall 1995 CW1Sections | Fall 1996 CW1Sections |
|---|---|---|---|---|---|
| Alameda | | | | | |
| Laney | | | | | |
| Merritt | | | | | |
| Vista | | | | | |

This information is available on report SB481 Degrees and Certificates Awarded:

| Degrees/Certificates Comparison | 1992 | 1993 | 1994 | 1995 | 1996 |
|---|---|---|---|---|---|
| Alameda | | | | | |
| Laney | | | | | |
| Merritt | | | | | |
| Vista | | | | | |

# PROGRAM EVALUATION
## Liberal Arts
### 8.0 Analysis Instructor Data

| | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 |
|---|---|---|---|---|---|
| Contract FTES | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| Prorata FTES | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| **TOTAL FTES** | | | | | |
| Contract FTE | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| Prorata FTE | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| **TOTAL FTE** | | | | | |
| Contract FTES/FTE | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| Prorata FTES/FTE | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| **TOTAL FTES/FTE** | | | | | |

| FTES/FTE Comparison | Fall 1992 | Fall 1993 | Fall 1994 | Fall 1995 | Fall 1996 |
|---|---|---|---|---|---|
| Alameda | | | | | |
| Laney | | | | | |
| Merritt | | | | | |
| Vista | | | | | |

**PROGRAM EVALUATION**
**Liberal Arts**
**9.0 Analysis of Program Costs**

| | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 |
|---|---|---|---|---|---|
| Contract Cost | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| Prorata Cost | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| Other Staff | | | | | |
| Classified | | | | | |
| Student | | | | | |
| TOTAL | | | | | |
| Other Costs (supplies, equipment) | | | | | |
| TOTAL COST | | | | | |

## SAMPLE FOREIGN LANGUAGE STUDENT QUESTIONNAIRE

The Peralta Community District needs information from you, our current foreign language students, in order to evaluate our foreign language programs. The information you provide will be used for statistical purposes only and will remain confidential. Please take a few minutes to answer the following questions. Most of the questions can be answered by checking the most appropriate response.

1. Gender? ☐ Male ☐ Female

2. Ethnicity?
   - ☐ American Indian/Alaskan Native
   - ☐ Asian/Pacific Islander
   - ☐ African American
   - ☐ White
   - ☐ Hispanic
   - ☐ Filipino
   - ☐ Other

3. Age?
   - ☐ Under 18
   - ☐ 19-22
   - ☐ 23-29
   - ☐ 30-44
   - ☐ 45-64
   - ☐ 65 or older

4. Highest educational level completed?
   - ☐ Less than high school diploma
   - ☐ High school graduate
   - ☐ Less than two years college
   - ☐ 2+ years college, but less than B.A. degree
   - ☐ 4- year degree
   - ☐ Graduate work, but no degree yet
   - ☐ Graduate degree

5. Are you employed?
   - ☐ Full-time (over 30 hours)
   - ☐ Part-time
   - ☐ I am not employed

6. What is your occupation?
   - ☐ Professional
   - ☐ Clerical
   - ☐ Trade
   - ☐ Student
   - ☐ Retired
   - ☐ Other
   - ☐ None

7. How far from the college do you:

   1. Live? _____ miles  2. Work? _____ miles

8. How did you learn about the college?

   ☐ Mailing ☐ Catalogue
   ☐ Word of mouth ☐ Other

_____

9. Why are you enrolled in this course or program?

   ☐ Transfer ☐ Job-related bilingual skills
   ☐ Professional development ☐ Personal development
   ☐ Other

10. Are you taking

    ☐ 12 or more units? ☐ fewer than 12 units?

11. How long have you been taking classes at the college? _____ Semesters/Quarters

12. What is your current educational program emphasis or major?

    ☐ Health Professions ☐ Engineering/Industrial Technology
    ☐ Commercial Services ☐ Business & Commerce
    ☐ Management Supervision ☐ Natural Resources
    ☐ Consumer/Homemaking Education ☐ Science
    ☐ Social Science ☐ Liberal Arts
    ☐ P.E. & Health Education ☐ Undecided
    ☐ Other (Please specify)_____

13. Have you lived/traveled abroad?
    ☐ Yes ☐ No

14. Have you had any previous courses in this language?

    ☐ Yes ☐ No

15. Have you had any other exposure to this language?

    ☐ Yes ☐ No

16. Have you had any courses in other foreign languages?

    ☐ Yes (Please indicate which)_____ ☐ No

17. If you are planning to transfer, are enough courses in this language transferrable?

☐ Yes ☐ No
☐ Not planning to transfer

18. In what areas do you recommend that changes be made?

☐ Classroom methods ☐ Text books and course materials
☐ Audio/visual materials ☐ Facilities
☐ Tutoring ☐ Library/language lab resources

19. What are the best times to offer language courses?

☐ Weekdays ☐ Weekends
What are the best times?
(a) ☐ early a.m. (b) ☐ late a.m.
(c) ☐ early afternoon (d) ☐ late afternoon
(e) ☐ evening

20. How often should classes be held?

☐ once a week ☐ twice a week
☐ three times a week ☐ daily

21. Would you enroll in classes on Saturdays?

☐ Yes ☐ No

22. Would you enroll in classes during the Summer?

☐ Yes ☐ No

23. What additional courses would you like to see offered?

☐ Conversational
☐ Selected topics (e.g., literature, theater, music/folklore)
☐ Specific skill building (e.g., pronunciation)
☐ Professional skills (e.g., interpretation, translation)
☐ For special fields (e.g., legal, medical, business)
☐ Educational (paraprofessional in bilingual education)
☐ Travel (basic survival skills for travelers)
☐ Other

24. What extra-curricular activities would you like to see offered and in which would you participate?

- ☐ Field trips relative to the language you are studying
- ☐ Guest speakers
- ☐ Language Club
- ☐ Week-end language retreats/camps

25. Would you be interested in participating in a study abroad program?

☐ Yes ☐ No

23. If you answered "Yes" to the above question, should the study abroad be scheduled for:

☐ a year? ☐ a semester/ quarter?
☐ the summer? ☐ 4-6 weeks? ☐ 2-3 weeks?

24. Please make any comments or suggestions that would improve instruction or the language program:

**THANK YOU FOR YOUR COOPERATION!!!!**

## ENGLISH FACULTY SURVEY

1. Circle one: Full-time Part-time

2. Number of years you have been teaching at all institutions:_____

3. Number of years you have been teaching at this college:_____

4. Other places at which you have taught: _____
_____

5. Do you teach classes mostly during the day or evening?

[ ] day only [ ] evening only [ ] both

6. In a typical semester/quarter, indicate the number and approximately what percentage of your load is comprised of the following courses:

Literature and other advanced courses N_____ %_____

English 1A-1B N_____ %_____

English 201AB N_____ %_____

English 250ABCD N_____ %_____

English 251ABCD N_____ %_____

Other skills courses such as vocabulary and grammar N_____ %_____

7. Rank the following in order of importance as objectives in your teaching, 1 being most important; 5 being least important

_____ Service to other departments (Example: Teaching students to become effective writers so they can communicate well in history, sociology, etc.)

_____ Vocational (Example: Teaching students to read effectively so they can get good jobs and perform well on them.)

_____ Improve communications skills generally.

_____ Transfer (Teaching students language skills and appreciation in order for them to transfer to a four-year college or university.)

_____ Students' personal enrichment and enlightenment (Example: Through learning to read literature, the students will be able to understand their own lives better.)

_____ Critical thinking (Example: Teaching students to analyze arguments so they will be sharper in understanding arguments in school, on the job, in domestic situations.)

_____ Other (Specify):
_____
_____

_____
_____

8. How well do you feel you are succeeding in reaching the objectives enumerated in #7? Discuss.

9. Do you think the college's English curriculum is basically sound? Discuss. Include suggestions for improvement if necessary.

10. How easy or difficult is it to be innovative in the English curriculum? Discuss. Include suggestions for improvement if necessary.

11. Do you keep abreast of the latest developments in composition, reading, literature? [ ] Yes [ ] No Discuss.

12. Do you get adequate support for your teaching and other professional needs (like office space, supplies, scheduling, resources)? [ ] Yes [ ] No Discuss.

13. Are minimum and maximum class sizes

[ ] too high? [ ] too low? [ ] about right?

Discuss. (Differentiate among composition, reading, skills and literature classes.)

14. What can be done to lower the dropout rate in the college's English classes?

15. What can be done to induce more students into advanced English courses?

16. What is **most** satisfying about your teaching English at this college?

17. What is **least** satisfying about teaching English at this college?

18. Apart from curriculum, what are the **strengths** of the English Department?

19. Apart from curriculum, what are the **problems** of the English Department?

20. How can the English program be improved?

21. If you are a published writer (professional publications, fiction, poetry), list some of your publications (with approximate dates):

22. Professional meetings, conferences, conventions you have attended recently. (Indicate whether you made a presentation.)

**THANK YOU FOR YOUR ASSISTANCE!**

## ENGLISH PROGRAM EVALUATION
## SAMPLE STUDENT SURVEY

We are asking you to fill out this survey form in order that the college's English Department may get information on how well it is serving the students who enroll in its classes. By discovering what works and what doesn't in the English program, the department can begin making changes that will benefit students. Your answers to the survey will not be used as an evaluation of this class or this instructor but will be assembled with the answers from other English Department classes to help produce a complete picture of students' needs. Thank you in advance for your cooperation.

COURSE_____ CODE NUMBER_____

1. Which is your age range?
   ☐ under 18 ☐ 18-21 ☐ 22-30 ☐ 31-40 ☐ 41-50 ☐ over 50

2. Indicate the current level of your education:
   ☐ Have not graduated from high school ☐ High school graduate
   ☐ One year or more of college ☐ College degree
   ☐ Graduate degree

2. Your gender: ☐ Female ☐ Male

3. Is English your native language? ☐ Yes ☐ No

4. If no, what is your native language? _____

5. Which is your ethnic group?

   ☐ American Indian/Alaskan Native ☐ Asian/Pacific Islander
   ☐ African American ☐ White
   ☐ Hispanic ☐ Filipino
   ☐ Other

6. How many semester/quarters have you attended this college (including this one)?_____

7. What English classes have you taken at this college (including this one)?

8. Why did you choose to enroll in this class? (Check more than one if appropriate.)

a._____ It is the next course in a sequence of courses I have begun.
b._____ I was placed in the class as a result of an assessment test or writing sample.
c._____ It was recommended by a counselor.
d._____ It was recommended by a faculty member.
e._____ It was recommended by a friend.
f._____ I am interested in the subject matter.
g._____ I need to improve skills course teaches.
h._____ I like the instructor.
i._____ It fits into my schedule.
j._____ It fulfills a requirement to transfer to a four year school.
k._____ It fulfills a requirement for a vocational major.
l._____ It fulfills graduation requirement.
m._____ Other reason(s). Specify _____

9. If you were placed in this class through the assessment process, do you think you were correctly placed? ☐ Yes ☐ No

10. In the following list, indicate if the goal is important or not important to you:
1 = important 2 = not important

a.____To help me write and read better in other courses. (Example: I will be able to understand my history text better because I took this class.)

b.____To help me get a good job and perform well on it. (Example: I will be able to write clearer reports on my future job because I took this class.)

c.____To improve my communications skills generally. (Example: I will be able to speak, read, and write better in social situations because I took this class.)

d.____To help me transfer to a four-year college. (Example: The skills I learn in this class will make it easier for me to be admitted to a four year college.)

e.____For personal enrichment and enlightenment. (Example: From what I learn in this class, I will be able to appreciate writing more and maybe understand myself better.)

f.____To help me develop critical thinking skills. (Example: I will be able to analyze arguments in school, on the job and at home because of what I learn in this class.)

g.____Other (Specify):

11. How clear are the instructor's goals in this course to you?

☐ Very clear ☐ Clear ☐ Not very clear_____

12. How did you find out the objectives of this class? (Mark more than one if appropriate.)

☐ Written syllabus ☐ Teacher explanation in class
☐ From another student ☐ Figured them out for myself
☐ Still don't know the objectives of the class

13. How well are you succeeding in learning what the course has to offer?

☐ Very well ☐ Well enough ☐ Not so well____

14. If you are not succeeding as well as you would like, explain why not.

15. What is your opinion about the number of students in this class as it affects your learning the content of the course?

☐ Too many ☐ About right
☐ Too few ☐ Makes no difference

16. Would more individual attention in class help you to succeed better in this course?

☐ Yes ☐ No

17. Has the instructor been available for individual consultation outside of class time?

☐ Yes ☐ No

18. How would you evaluate the reading level of material in this course?
☐ Correct for my reading ability ☐ Too difficult for me
☐ Too easy

19. How would you evaluate the interest level of the reading material for this course?
☐ Very interesting ☐ Interesting
☐ Boring

20. How do you feel about the amount of work required to achieve the objectives of this class?
☐ Too much ☐ About the right amount
☐ Too little

21. If you have encountered difficulties in this class, what has helped you in overcoming them? (Mark more than one if appropriate.)

☐ Consultation with instructor ☐ Consultation with other students in the class
☐ Putting in more time and effort in doing the work for the class
☐ Consultation with a tutor ☐ Other (Specify)

22. How clear are the attendance policies of this class?
☐ Very clear ☐ Clear
☐ Not very clear

23. Have you attended this class regularly? ☐ Yes ☐ No

24. How clear are the grading policies in this class?
☐ Very clear ☐ Clear
☐ Not very clear

25. Are the grading policies fair?
☐ Very fair ☐ Fair
☐ Not very fair

26. Are you satisfied with the grade you are getting in this class?
☐ Yes ☐ No

27. If you answered "No" to question 25, what is the reason for your dissatisfaction with your grade? (Mark more than one if appropriate.)

☐ Course material is too hard. ☐ Instructor's standards are too high.
☐ I've been goofing off. ☐ I don't have enough time to do all the work.
☐ Instructor is unfair in grading.
☐ Other (Specify)_____

28. If you have a complaint about some aspect of a course (like the books or the grading policy), do you know the college procedures for registering that complaint?

☐ Yes___ ☐ No___ ☐ Sort of____

29. On a scale of 1 to 5 rate the following items about this course.

1= Excellent 2=Very good 3=Satisfactory 4=Poor 5=Terrible

- ☐ Subject of the course
- ☐ Instructor
- ☐ Lectures
- ☐ Outside assignments
- ☐ Class interaction (discussion, group work, etc.)
- ☐ Personal satisfaction in learning subject matter of the course
- ☐ Intellectual challenge of the course
- ☐ Course meets my academic/vocational needs

30. Would you recommend this course to a friend? ☐ Yes ☐ No

31. What are the most successful aspects of this class?

32. What are your suggestions for improving this class?

33. What courses would you like to see the English Department offer that it is not offering now?

34. What suggestions do you have for the English Department to improve its program?

**THANK YOU FOR YOUR ASSISTANCE!**

PERALTA COMMUNITY COLLEGE DISTRICT
**LIBERAL ARTS PROGRAM REVIEW**
## ADMINISTRATOR QUESTIONNAIRE

Please indicate which of the following statements describe the most recent student follow-up data about this department/discipline: *(Select one only)*

1. [ ] The data appear to justify continuing the program in the current form.
2. [ ] The data suggest the need for program modification.
3. [ ] The data suggest the possible need to eliminate the program.
4. [ ] Some data are available but no valid conclusions can be drawn from them.
5. [ ] There is no data available for review.

| | | YES | NO |
|---|---|---|---|
| 6. | Is there an adequate number of full-time faculty in the department? | 1 | 2 |
| 7. | Do the faculty (both full- and part-time) meet regularly to actively review and update the curriculum and discuss other departmental matters? | 1 | 2 |
| 8. | Are faculty readily accessible to students during office hours? | 1 | 2 |
| 9. | Are tutoring and other individualized instruction/assistance readily available to students? | 1 | 2 |
| 10. | Is adequate clerical support available to faculty (typing, photocopying)? | 1 | 2 |
| 11. | Are supplementary materials adequate and up-to-date (films, videos, books)? | 1 | 2 |
| 12. | Is there an adequate supply budget? | 1 | 2 |
| 13. | Should/could the program be expanded? | 1 | 2 |
| 14. | How does this department compare to similar departments at the other Peralta colleges or neighboring community colleges? | 1 | 2 |

Excellent . . . . . 1
Very good . . . . . 2
Satisfactory . . . . . 3
Poor . . . . . 4
Very poor . . . . . 5

15. In your opinion, what are the **strengths** of this discipline/department?

16. In your opinion, what **improvements** are needed for this discipline/department?

Comments:

**THANK YOU FOR YOUR ASSISTANCE!**

# OCCUPATIONAL PROGRAM REVIEW

# GUIDELINES

PERALTA COMMUNITY COLLEGE DISTRICT
OCCUPATIONAL PROGRAM EVALUATION

**GUIDELINES**

## 1.0 Program Description

In four sections, the team will briefly describe the program, identify major historical events in the last five years of program operation, list the major goals that have guided program activities, and indicate ties with the community, other schools or postsecondary institutions and industry or business.

1.1 Description: A short description of the program, preferably taken from the college catalog. Additional information may be added beyond the description in the catalog if deemed appropriate, such as the program descriptions used in the Vocational Education Annual Report.

1.2 History: Identification of relevant historical events in the life of the program, such as major curriculum shifts, facility changes, and major issues addressed, drawn from written documents such as advisory committee minutes, catalogs or intradistrict memos.

1.3 Goals and Objectives: A listing of the major goals and objectives of the program, preferably written in measurable terms (e.g., increase job placement 20%)

1.4 Community Information: A listing of other schools, both public and private, that offer the program as well as an indication of industry need and support of the training.

## 2.0 Program Issues

This section will discuss statements of concern from all or any members of the Program Review Team that arise in the course of conducting the evaluation or working out the goals and objectives. Full disclosure should be made of all issues raised during the review process or as a result of the conclusions or recommendations proposed.

## 3.0 Program Advisory Committee Questionnaire

All members of the program's Advisory Committee should be asked to complete the Advisory Committee questionnaire. The Team Chairperson will tally the results and list any comments. The summary tally and comments should be in the hands of the team early in the evaluation period.

## 4.0 Student Questionnaire

All students enrolled in the program during the week following the first census should be asked to complete the student questionnaire. A group of students should also be asked to participate in follow-up surveys after they leave the college. Their names and current addresses should be updated regularly for effective longitudinal tracking to see if the program and training received helped them in future jobs.

Questionnaire results should be summarized in narrative form in this section. The questionnaire tallies should be placed in the Appendix along with any student comments listed by questionnaire number.

A representative sample of students who have attended the program in the last two years, and have completed or left the program, should also be contacted in a telephone survey.

## 5.0 Instructor Questionnaire

Each faculty member, contract and hourly, should complete the questionnaire. The results of the questionnaire should be summarized in this section.

### 6.0 Administrator Questionnaire

The administrator responsible for the program should complete the questionnaire. The results of the questionnaire should be summarized in this section.

### 7.0 Analysis of Student Data

This is a detailed analysis of student participation in the program The data is available on the /PED screens or other district reports.

Information from student interviews or surveys may also be included.

### 8.0 Analysis of Instructor Data

The chart displays a detailed listing over a five-year period of instructor load assigned to the program and instructor productivity. It also summarizes the program's personnel costs in terms of salaries and benefits.

### 9.0 Analysis of Program Costs

In this table, summarize all program costs.

### 10.0 Summary of Labor Market Implications

In this section, the labor market information and implications for your program -- present and future -- should be discussed in terms of program size, components, facilities, and equipment. Information on the labor market for the Peralta service area can be obtained from the Employment Development Department.

### 11.0 Conclusions

In this section, the major conclusion(s) from each prior section of the report will be summarized.

### 12.0 Recommendations and Goals

This section of the report will list the recommendations for change that are being proposed and an implementation plan and schedule for each recommendation. Recommendations should be based on analysis of the data gathered in the previous sections of this report. They may include any or all of the components that affect quality instruction including curriculum, enrollment, equipment, personnel, facilities or budget.

## PROGRAM EVALUATION
## Occupational/Vocational/Career
## 7.0 Analysis Student Data

This information is available on the first two /PED screens.

| | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 |
|---|---|---|---|---|---|
| **Enrollments*** | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| **Retention**** | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| **Sections** | | | | | |
| Active | | | | | |
| Cancelled | | | | | |
| TOTAL | | | | | |

NOTES: * Represents a duplicated count because students may enroll in more than one course each semester/quarter.
** Represents numbers of students who received grades at completion of a course.

| Enrollment Comparison | Fall 1992 CW1Sections | Fall 1993 CW1Sections | Fall 1994 CW1Sections | Fall 1995 CW1Sections | Fall 1996 CW1Sections |
|---|---|---|---|---|---|
| Alameda | | | | | |
| Laney | | | | | |
| Merritt | | | | | |
| Vista | | | | | |

This information is available on report SB481 Degrees and Certificates Awarded:

| Degrees/Certificates Comparison | 1992 | 1993 | 1994 | 1995 | 1996 |
|---|---|---|---|---|---|
| Alameda | | | | | |
| Laney | | | | | |
| Merritt | | | | | |
| Vista | | | | | |

## PROGRAM EVALUATION
## Occupational/Vocational/Career
## 8.0 Analysis Instructor Data

| | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 |
|---|---|---|---|---|---|
| Contract FTES | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| Prorata FTES | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| **TOTAL FTES** | | | | | |
| Contract FTE | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| Prorata FTE | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| **TOTAL FTE** | | | | | |
| Contract FTES/FTE | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| Prorata FTES/FTE | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| **TOTAL FTES/FTE** | | | | | |

| FTES/FTE Comparison | Fall 1992 | Fall 1993 | Fall 1994 | Fall 1995 | Fall 1996 |
|---|---|---|---|---|---|
| Alameda | | | | | |
| Laney | | | | | |
| Merritt | | | | | |
| Vista | | | | | |

## PROGRAM EVALUATION
## Occupational/Vocational/Career
## 9.0 Analysis of Program Costs

| | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 |
|---|---|---|---|---|---|
| Contract Cost | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| Prorata Cost | | | | | |
| Day | | | | | |
| Evening | | | | | |
| TOTAL | | | | | |
| Other Staff | | | | | |
| Classified | | | | | |
| Student | | | | | |
| TOTAL | | | | | |
| Other Costs (supplies, equipment) | | | | | |
| TOTAL COSTS | | | | | |

**PERALTA COMMUNITY COLLEGE DISTRICT**
**OCCUPATIONAL/VOCATIONAL/CAREER PROGRAM REVIEW**
## ADMINISTRATOR QUESTIONNAIRE

Please indicate which of the following statements describe the most recent student follow-up data about this occupational program: *(Select one only)*

1. [ ] The data appear to justify continuing the program in the current form.
2. [ ] The data suggest the need for program modification.
3. [ ] The data suggest the possible need to eliminate the program.
4. [ ] Some data are available but no valid conclusions can be drawn from them.
5. [ ] There is no data available for review.

Please indicate if the following are systematically used in the development or modification of this program?

| | | Agree | Disagree | Don't Know |
|---|---|---|---|---|
| 6. | Current data on employment opportunities. | [ ] | [ ] | [ ] |
| 7. | Current data on job performance requirements and/or industry standards and needs. | [ ] | [ ] | [ ] |
| 8. | Current data on job openings. | [ ] | [ ] | [ ] |

| | | Yes | No | Don't Know |
|---|---|---|---|---|
| 9. | Is effective liaison maintained with other community programs and agencies (such as job training programs, high schools, other community colleges, regional occupational programs and centers) to meet occupational needs in the geographic area this program is designed to serve? | [ ] | [ ] | [ ] |
| 10. | Are special services provided to students with academic, socioeconomic, cultural, physical and other related disadvantages or disabilities? | [ ] | [ ] | [ ] |
| 11. | Are support services provided by the college to help single parents and homemakers succeed in this occupational program? | [ ] | [ ] | [ ] |
| 12. | Are effective career assessment and placement services provided for students in this occupational program? | [ ] | [ ] | [ ] |
| 13. | Does the program actively work toward the elimination of sex bias and sex stereotyping? | [ ] | [ ] | [ ] |
| 14. | Is career counseling and guidance adequate and readily accessible to all students in this program? | [ ] | [ ] | [ ] |

| | | Yes | No | Don't Know |
|---|---|---|---|---|
| 15. | Are students actively recruited for this program? | [ ] | [ ] | [ ] |
| 16. | Are students in this program provided with opportunities for related occupational work experience education (or equivalent clinical training)? | [ ] | [ ] | [ ] |
| 17. | Are there effective departmental placement activities for locating jobs and coordinating placement for students completing this occupational program? | [ ] | [ ] | [ ] |
| 18. | Do instructors in the program effectively maintain the relevancy/currency of the program? | [ ] | [ ] | [ ] |
| 19. | Is the equipment used in the program up-to-date and adequate to meet training needs? | [ ] | [ ] | [ ] |
| 20. | Do the facilities meet program and student needs?. | [ ] | [ ] | [ ] |
| 20. | Does the local advisory committee for this occupational program meet regularly to advise the program? | [ ] | [ ] | [ ] |
| 22. | Are the funds allocated in the college operating budget (excluding equipment and facilities) adequate to support the achievement of approved objectives for this program? | [ ] | [ ] | [ ] |

23. In your opinion, what are the **strengths** of this occupational program?

_____

_____

_____

24. In your opinion, what **improvements** are needed for this occupational program?

_____

_____

_____

**THANK YOU FOR YOUR ASSISTANCE!**

**Peralta Community College District**

**OCCUPATIONAL EDUCATION**

# STUDENT QUESTIONNAIRE

COLLEGE _____ NAME OF PROGRAM _____

COURSE _____ DATE _____

Please answer the following questions about the occupational/vocational **program** and course(s) in which you are enrolled. Your answers will be kept confidential and will be used to improve the program.

| | | Yes | No | Don't Know |
|---|---|---|---|---|
| 1. | In this program, are different teaching methods or materials used when needed to help you learn? | [ ] | [ ] | [ ] |
| 2. | Has a counselor or instructor discussed with you the types of jobs available to students who complete this occupational/vocational program? | [ ] | [ ] | [ ] |
| 3. | Has a counselor or instructor told you how long it generally takes students at this college to complete the program? | [ ] | [ ] | [ ] |
| 4. | Has a counselor or instructor told you how many students have been successful in getting jobs upon completion of the program? | [ ] | [ ] | [ ] |
| 5. | Is tutoring or other individual help provided for this program when requested? | [ ] | [ ] | [ ] |
| 6. | Is the equipment used in this program adequate for your needs? | [ ] | [ ] | [ ] |
| 7. | Are there enough work stations and equipment available so students can complete assignments on time? | [ ] | [ ] | [ ] |
| 8. | Does the equipment for this program usually work? | [ ] | [ ] | [ ] |
| 9. | Is the equipment safe to use? | [ ] | [ ] | [ ] |
| 10. | Are there enough supplies, reference books, and tools available for you to complete your assignments in this program on time? | [ ] | [ ] | [ ] |

Please indicate whether you feel the following should be considered strengths or weaknesses of the program.

| | STRENGTHS | WEAKNESSES |
|---|---|---|
| Program instruction (variety of teaching methods) | [ ] | [ ] |
| Relevant job skills/knowledge | [ ] | [ ] |
| Practical (hands-on) experience | [ ] | [ ] |
| Work experience education (or clinical experience) | [ ] | [ ] |
| Facilities | [ ] | [ ] |
| Equipment | [ ] | [ ] |
| Instructional materials and supplies | [ ] | [ ] |
| Times courses are offered | [ ] | [ ] |
| Location of classes | [ ] | [ ] |
| Class size | [ ] | [ ] |
| Tutorial or other special assistance | [ ] | [ ] |
| Counseling service | [ ] | [ ] |
| Job placement assistance | [ ] | [ ] |
| Job opportunities for program completers | [ ] | [ ] |

Please give any comments or suggestions for improving this program.

_____

_____

_____

_____

_____

_____

_____

**Thank you for your assistance!**

PERALTA COMMUNITY COLLEGE DISTRICT
OCCUPATIONAL PROGRAM REVIEW

# PROGRAM ADVISORY QUESTIONNAIRE

Please mark the appropriate response:

| | | Yes | No | Don't Know |
|---|---|---|---|---|
| 1. | Does the program adequately prepare students to meet current employment standards in the field? | [ ] | [ ] | [ ] |
| 2. | Are students who complete the requirements of this program successfully employed? | [ ] | [ ] | [ ] |
| 3. | Are courses offered in this program specifically designed to meet local community/industry needs for maintaining and/or upgrading occupational skills? | [ ] | [ ] | [ ] |
| 4. | Are current data on employment opportunities systematically used in the development or modification of this program? | [ ] | [ ] | [ ] |
| 5. | Are current data on job performance requirements and/or industry standards available for program planning? | [ ] | [ ] | [ ] |
| 6. | Does the program employ an adequate number of instructors to meet students' needs? | [ ] | [ ] | [ ] |
| 7. | Does the program have up-to-date equipment? | [ ] | [ ] | [ ] |
| 8. | Is the equipment properly maintained? | [ ] | [ ] | [ ] |
| 9. | Are the facilities (classrooms, laboratories, etc.) for this program adequate to provide quality instruction? | [ ] | [ ] | [ ] |
| 10. | Does the advisory committee meet often enough to be effective? | [ ] | [ ] | [ ] |
| 11. | In your opinion, are the funds allocated by the college adequate to support this program? | [ ] | [ ] | [ ] |
| 12. | Is the college placement system effective in locating jobs for students completing this occupational program? | [ ] | [ ] | [ ] |
| 13. | Is the college effective in informing the public about and promoting this program? | [ ] | [ ] | [ ] |

| | High | Average | Low |
|---|---|---|---|
| 14. How would you describe the employment demand for persons trained in this program? | [ ] | [ ] | [ ] |

15. In your opinion, what are the strengths of the program?

16. In your opinion, what improvements are needed for this program?

**THANK YOU FOR YOUR ASSISTANCE!**

PERALTA COMMUNITY COLLEGE DISTRICT
OCCUPATIONAL PROGRAM EVALUATION

# INSTRUCTOR QUESTIONNAIRE

1. Please indicate if you teach full- or part-time: Full-Time [ ] Part-Time [ ]

2. Please indicate when you teach: Day Classes [ ] Evening Classes [ ] Both [ ]

**Which of the following statements best describes the most recent student follow-up data about this occupational program?** *(Please check only one)*

3. The data appear to justify continuing the program in its current form. . . . . [ ]

4. The data suggest the need for program modification. . . . . [ ]

5. The data suggest the possible need to eliminate the program. . . . . [ ]

6. Some data are available but no valid conclusions can be drawn from them. . [ ]

7. There are no data available for review. . . . . [ ]

**Please indicate if the following are systematically used in the development or modification of this program?**

| | | Yes | No | Don't Know |
|---|---|---|---|---|
| 8. | Current data on employment opportunities. . . . . | [ ] | [ ] | [ ] |
| 9. | Current data on job performance requirements and/or industry standards and needs. . . . . | [ ] | [ ] | [ ] |
| 10. | Current data on emerging trends in job openings. . . . . | [ ] | [ ] | [ ] |

**Please indicate if the following statements are true regarding occupational work experience education (or equivalent clinical training) for this program?**

| | | | | |
|---|---|---|---|---|
| 11. | Student participation is well coordinated with classroom instruction. . . . . | [ ] | [ ] | [ ] |
| 12. | Student participation is well coordinated with employer supervision. . . . . | [ ] | [ ] | [ ] |

**Please indicate if the following statements are true regarding the equipment used for this occupational program?**

| | | Yes | No | Don't Know |
|---|---|---|---|---|
| 13. | It is adequate to meet training needs. | [ ] | [ ] | [ ] |
| 14. | It is properly maintained. | [ ] | [ ] | [ ] |
| 15. | It is sufficient in amount. | [ ] | [ ] | [ ] |
| 16. | It meets acceptable safety standards. | [ ] | [ ] | [ ] |

**Please indicate if the following are true regarding the instructional facilities (excluding equipment) used by the program?**

| | | | | |
|---|---|---|---|---|
| 17. | They are maintained to meet acceptable safety standards. | [ ] | [ ] | [ ] |
| 18. | They meet program and student needs. | [ ] | [ ] | [ ] |

**Please indicate if the following statements are true regarding the instructional materials (such as textbooks, reference books, visual aids, etc.) used in this occupational program?**

| | | | | |
|---|---|---|---|---|
| 19. | They are relevant, current and varied. | [ ] | [ ] | [ ] |
| 20. | They are sufficient in quantity. | [ ] | [ ] | [ ] |
| 21. | Is effective liaison maintained with other community programs and agencies (such as job training programs, high schools, other community colleges, regional occupational programs and centers) to meet occupational needs in the geographic area this program is designed to serve? | [ ] | [ ] | [ ] |
| 22. | Are special services for occupational students with academic, socioeconomic, cultural, and related disadvantages adequately coordinated with the instruction in this occupational program? | [ ] | [ ] | [ ] |
| 23. | Are special services for occupational students with physical, mental, emotional, and other health-impairing handicaps adequately coordinated with the instruction in this occupational program? | [ ] | [ ] | [ ] |
| 24. | Are support services to help single parents and homemakers succeed in occupational programs adequately coordinated with the instruction in this occupational program? | [ ] | [ ] | [ ] |

| | | Yes | No | Don't Know |
|---|---|---|---|---|
| 25. | Do counseling staff members have current knowledge about this occupational program? | [ ] | [ ] | [ ] |
| 26. | Are opportunities for related occupational work experience education (or equivalent clinical training) provided for students in this program. | [ ] | [ ] | [ ] |
| 27. | Is the local advisory committee for this occupational program active) in program planning? | [ ] | [ ] | [ ] |
| 28. | Do you participate in meetings and functions of the local advisory committee for this program? | [ ] | [ ] | [ ] |
| 29. | Are there departmental placement activities for locating jobs and coordinating placement for students completing this occupational program? | [ ] | [ ] | [ ] |
| 30. | In your judgment, is sufficient administration and/or supervision provided by program administrators for effective program planning, operation, and evaluation? | [ ] | [ ] | [ ] |
| 31. | Were inservice education opportunities (workshops, conference attendance provided for you or made available to you last year by the college? | [ ] | [ ] | [ ] |
| 32. | Is instructor input used in planning the current operating budget? | [ ] | [ ] | [ ] |

**Please indicate if the following are true regarding the staffing of the program.**

| | | Yes | No | Don't Know | N/A |
|---|---|---|---|---|---|
| 33. | The full-time faculty staffing level is sufficient. | [ ] | [ ] | [ ] | [ ] |
| 34. | The part-time faculty staffing level is sufficient.. | [ ] | [ ] | [ ] | [ ] |
| 35. | The classified staffing level is sufficient.. | [ ] | [ ] | [ ] | [ ] |
| 36. | The student aide staffing level is sufficient.. | [ ] | [ ] | [ ] | [ ] |

**How often do you use the following instructional approaches in all or almost all of the courses you teach in this occupational program in order to recognize and respond to individual student differences?**

| | | Often | Seldom | Never |
|---|---|---|---|---|
| 37. | Programmed learning | [ ] | [ ] | [ ] |
| 38. | Self-paced instruction | [ ] | [ ] | [ ] |
| 39. | Small-group instruction | [ ] | [ ] | [ ] |
| 40. | Bilingual assistance | [ ] | [ ] | [ ] |
| 41. | Computer-aided instruction | [ ] | [ ] | [ ] |
| 42. | Other (please explain)_____ | | | |

_____

| | | Very Effective | Effective | Not Effective |
|---|---|---|---|---|
| 43. | How effective is the college system in informing the public about and promoting this program? | [ ] | [ ] | [ ] |
| 44. | In your opinion, are the capital outlay funds allocated for this program adequate? | [ ] | [ ] | [ ] |

In your opinion, what are the **strengths** of this occupational education program?

In your opinion what **improvements** are needed for this occupational educational program?

**THANK YOU FOR YOUR ASSISTANCE**